

Third Grade ESL

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Beginner:

Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 3.L.7 Demonstrate literal understanding of various literary texts.

Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- 3.S.5 Use generally accepted grammar when speaking.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

Reading

- 3.R.1 Demonstrate an understanding of basic print concepts.
- 3.R.2 Identify grade level appropriate vocabulary
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 3.R.6 Show knowledge of common affixes and root words.
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- 3.R.9 Determine the antecedent reference of a personal pronoun
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 3.R.15 Use Context clues to learn about characters in a story.
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.

Writing

- 3.W.1 The student will develop the structural skills of the writing process.
- 3.W.2 Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
 - a. Demonstrate understanding of everyday vocabulary using classroom words..
 - b. Demonstrate understanding of language functions (e.g., greetings,
 - c. Understand classroom schedules
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
 - a. N/A
- 3.L.3 Respond to literal or inferential oral comprehension questions.

- a. Determine "feelings" through pictures
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., "experiment" in science, "right triangle" in geometry, etc.).
 - a. N/A
- 3.L.5 Identify the main idea of a grade-level passage.
 - a. N/A
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine "what happened second").
 - a. N/A
- 3.L.7 Demonstrate literal understanding of various literary texts.
 - a. N/A

Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
 - a. Repeat basic vocabulary words for school nouns and personnel, numbers, colors, foods, and family names with visual prompts
 - b. Repeat teacher modeled -s endings of plural nouns.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
 - a. Repeats chants, rhymes.
 - b. Use correct intonation when answering questions
 - c. Repeats appropriate pronunciation and intonation as modeled by teacher.
- 3.S.3 Orally segment single-syllable words.
 - a. Echoes teacher to segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
 - a. Name or identify concrete nouns from content-area vocabulary.
 - b. Repeat and say names of a few widely used classroom objects by repetition by teacher.
- 3.S.5 Use generally accepted grammar when speaking.
 - a. Begins to learn sentence structure beginning with learning concrete nouns and action verbs.
 - b. Learn action verbs with teacher modeling.
 - c. Use some quantifiers naturally as nouns are introduced in content areas according to the visual prompt used. (few, couple)

- d. Introduce articles (a, an, the) naturally as nouns are introduced in content areas according to the visual prompt used.
- e. Place concrete objects demonstrating placement with use of prepositions.
- f. Beginning to learn names of concrete nouns with visual prompts.

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. ask one word concrete noun question. i.e. bathroom?
- b. Will begin to name familiar objects with visual prompt.
- c. Introduced to basic questions concerning name, address, birthday, family composition.
- d. Can make one-word simple requests in meeting personal needs, i.e. school supplies, bathroom privileges, illness
- e. Can make simple indications of like or dislike of items such as foods, clothing, etc., including body language, facial expression, thumbs-up/thumbs-down indication, nodding and shaking head, and yes/no answers.

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

- a. N/A
- b. N/A
- c. N/A
- d. Demonstrate beginning awareness of place prepositions--up, down, right, left, in on, etc.

Reading Accomplishments

3.R.1 Demonstrate an understanding of basic print concepts.

- a. N/A
- b. N/A
- c. N/A
- d. Begin to recognize and name all uppercase and lowercase letters of the alphabet.
- e. Begin to identify letters.

3.R.2 Identify grade level appropriate vocabulary.

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh)
- d. Orally blend words that have three or more phonemes.
- e. Orally segment single-syllable words.
- f. Identify pairs of single-syllable words that rhyme.

- g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: for, far, fir, fur, her).
- h. Sound out and blend words that have three or more phonemes.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.").

- a. N/A

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. N/A

3.R.6 Show knowledge of common affixes and root words.

- a. N/A

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

- a. N/A

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

3.R.9 Determine the antecedent reference of a personal pronoun.

3.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. N/A

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).

- a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

- a. Identify the main character in a story.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.

- a. N/A

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. N/A

3.R.15 Use Context clues to learn about characters in a story.

a. N/A

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

Writing Accomplishments

3.W.1 The student will develop the structural skills of the writing process .

3.W.2 Write dictated words and sentences.

a. N/A

3.W.3 Write the correct form of appropriate regular verbs on grade level.

a. N/A

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made).

a. N/A

3.W.5 Write the correct form of common verb + preposition phrases.

a. N/A

3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words.

a. N/A

3.W.7 Write the correct form of irregular count plurals (e.g., child/children).

a. N/A

3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary.

a. N/A

3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

a. N/A

3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

a. N/A

3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

a. Begins to recognize color, size, and number adjectives using realia

3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

a. N/A

3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat.

a. Write letters correctly.

3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)

a. N/A

3.W.15 Spell high-frequency words that are largely irregular.

a. N/A

3.W.16 Spell common contractions

a. N/A

3.W.17 Use periods at the ends of sentences.

a. N/A

3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

a. N/A

3.W.19 Use question marks at the ends of questions.

a. N/A

3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

a. N/A

3.W.21 Use commas in addresses.

a. N/A

3.W.22 Use apostrophes in contractions.

a. N/A

3.W.23 Capitalize the first word in a sentence.

a.. N/A

3.W.24 Capitalize first and last names.

a. N/A

3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa). a. N/A

3.W.26 Capitalize days of the week and months of the year.

- a. N/A
- 3.W.27 Capitalize names of familiar books.
 - a. N/A
- 3.W.28 Capitalize all salutations and closings.
 - a. N/A
- 3.W.29 Capitalize street names.
 - a. N/A
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
 - a. N/A
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting)

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner:

Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
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- 3.L.5 Identify the main idea of a grade-level passage.
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- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
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Reading

- 3.R.1 Demonstrate an understanding of basic print concepts.
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- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.

- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 3.R.6 Show knowledge of common affixes and root words.
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
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- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
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- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
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- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
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- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
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- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
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- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- a. Demonstrate understanding of everyday vocabulary classroom plural words.
 - b. Demonstrate understanding of comparative adjectives.
 - c. Demonstrate understanding of language functions (e.g., greetings and requests_.
 - d. Understand classroom schedules.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- a. N/A
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- a. Answer inference questions using pictures. (e.g. Is the girl in the picture happy?)
 - b. Determine "feelings" through pictures.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

- a. Demonstrate understanding of sequences of events after listening to a short below grade-level passage that is read orally.
 - b. Put pictures in order.
- 3.L.5 Identify the main idea of a grade-level passage.
 - a. Identify the main character and all other important characters in a story.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
 - a. Demonstrate understanding of sequences of events after listening to a short below-grade-level passage that is read orally.
 - b. Put pictures in order.
- 3.L.7 Demonstrate literal understanding of various literary texts.
 - a. Draw pictures of the short poems.
 - b. Demonstrate literal understanding of short fictional narratives.

Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
 - a. Expand oral identification of basic vocabulary words for school nouns and personnel, numbers, colors, foods, family names, days of the week, months, common animals, with visual prompts.
 - b. Beginning awareness of singular and plural introduced by the modeling of teacher prompts
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic
 - a. Repeat teacher modeled intonation and phrasing.
 - b. Use correct intonation when answering questions
 - c. Repeats appropriate pronunciation and intonation as modeled by teacher.
- 3.S.3 Orally segment single-syllable words.
 - a. Mimics or repeats segmenting of single-syllable words.
- 3.S.4 Use English in social and classroom settings.
 - a. Use continual addition of more concrete noun knowledge
 - b. Name familiar classroom objects and begin using names of them in conversation.
- 3.S.5 Use generally accepted grammar when speaking.
 - a. Continue learning nouns and verbs and easy adjectives e.g. colors, and begins using words in very simple sentences
 - b. Learn present, past, and future tense verbs. Use in sentences with teacher modeling
 - c. Continue naturally as appropriate for various visual prompt-i.e. here are some strawberries, there are many people in this picture.

- d. Continue to introduce articles (a, an, the) naturally as nouns are introduced in content areas according to the visual prompt used.
- e. Beginning use of place and position prepositions, i.e. in, on, under, out, around, up, down,
- f. Beginning to group pictures by a common theme, repeating sentences that are teacher led

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Beginning to ask questions concerning meeting a personal need.
- b. Will expand ability to name familiar objects with continued visual prompt
- c. Can state name, age, and address with teacher prompting
- d. Can make simple statements of courtesy—thank you, please; you’re welcome, I’m sorry,
- e. Progresses to more oral answers to express personal preferences, relying less on non-verbal answers

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

- a. Begins using ordinal words.
- b. N/A
- c. N/A
- d. Demonstrate increased awareness of directional words--north, south, east and west, and relevance to a simply drawn map.

Reading Accomplishments

3.R.1 Demonstrate an understanding of basic print concepts.

- a. Begin to identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
- b. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- c. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Begin to identify letters, printed words, and printed sentences.

3.R.2 Identify grade level appropriate vocabulary

- a. Begin to identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

- a. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- b. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- c. Recognize and name all uppercase and lowercase letters of the alphabet.

- d. Begin to identify letters, printed words, and printed sentences.
- e. Orally segment multi-syllabic words.
- f. Identify pairs of single-syllable words that rhyme.
- g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
- h. Read words that have three or more phonemes and words that are multi-syllabic.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")
- b. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of simple words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify synonyms of simple words.

3.R.6 Show knowledge of common affixes and root words.

- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
- b. Show knowledge of the relationship· adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness);

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

- a. Begins to determine the meaning of compound words by using knowledge of individual known words.
- b. Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office)
- c. Begin to determine the meaning of a word with multiple meanings that best fits in a given context.
- d. Begins to determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?")
- e. Begin to demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

- a. Determine the answer to a literal question regarding the meaning from a simple passage
- 3.R.9 Determine the antecedent reference of a personal pronoun
 - a. Begin to determine the antecedent of a personal pronoun.
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
 - a. Determine the antecedent of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).
 - a. Show understanding of the order of events within a sequence or a process.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
 - a. Identify the main idea or main topic when it is explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
 - a. Begins to demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
 - a. Begin to demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since).
- 3.R.15 Use Context clues to learn about characters in a story.
 - a. Identify the main character in a story.
 - b. Identify the main problem in a story
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.
 - a. Begins to differentiate among the literary elements of character and setting.

Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .
 - a. Print in upper- and lower case.
 - b. Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
 - a. Write dictated letters in upper- and lower-case.

- 3.W.3 Write the correct form of appropriate regular verbs on grade level
a. Write dictated letters in upper- and lower-case.
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
a. Write dictated letters in upper- and lower-case.
- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
a. Begin to use subject pronouns correctly with guidance
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
a. Sort objects or pictures into groups (e.g. size, color, number, or use)
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat).
a. Begin to learn letter sounds
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
a. Begins to learn letter sounds
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
a. Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

- a. Begin to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.) with guidance
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!)
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
 - a. Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
 - a. Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
 - a. Recognize that family relationships carry titles (i.e. Aunt Jeanette /Uncle John)
- 3.W.26 Capitalize days of the week and months of the year.
 - a. Begin to capitalize days of the week and months of the year with guidance
- 3.W.27 Capitalize names of familiar books
 - a. Begin to capitalize names of familiar books with guidance
- 3.W.28 Capitalize all salutations and closings.
 - a. Begin to capitalize all salutations and closings with guidance
- 3.W.29 Capitalize street names.
 - a. Begin to capitalize street names with guidance
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
 - a. Identify subject/predicate

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- Geometry
 - a. Shapes
 - b. Positions & Directions
- Measurement
 - a. Time
 - b. Calendar
 - c. Money
 - d. Height & Weight
 - e. Temperature
- Metric
 - a. Data Analysis
 - b. Graphs
 - c. Charts
 - d. Parts of a Table

Intermediate:

Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 3.L.7 Demonstrate literal understanding of various literary texts.

Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.

3.S.4 Use English in social and classroom settings.

3.S.5 Use generally accepted grammar when speaking.

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

Reading

3.R.1 Demonstrate an understanding of basic print concepts.

3.R.2 Identify grade level appropriate vocabulary

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

3.R.6 Show knowledge of common affixes and root words.

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

3.R.9 Determine the antecedent reference of a personal pronoun

3.R.10 Determine the antecedent reference of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

3.R.15 Use Context clues to learn about characters in a story.

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

Writing

3.W.1 The student will develop the structural skills of the writing process.

3.W.2 Write dictated words and sentences.

3.W.3 Write the correct form of appropriate regular verbs on grade level

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

3.W.5 Write the correct form of common verb + preposition phrases

3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

3.W.7 Write the correct form of irregular count plurals (e.g., child/children)

3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)

3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)

- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- a. Demonstrate understanding of everyday vocabulary using irregular plural nouns.
 - b. Demonstrate understanding of superlative forms.
 - c. Demonstrate understanding of prepositions of place.
 - d. Recognize simple statement SV and SVO, (made of words, from the content-area vocabulary, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
 - e. Demonstrate an understanding of complex verbal directions using words pertaining to one identifying criteria (e.g., given the adjectives “tall” and “discriminate a tall boy from other similar illustrations).
 - f. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help
 - g. Understand classroom schedules and homework assignments
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,”)
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- a. Answer inference questions using pictures.
 - b. Beginning awareness of “feelings” words
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- a. Demonstrate understanding of the most fundamental concepts in content areas, i.e. add, subtract, regroup, minus, total, sum, multiply, divide
- 3.L.5 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a narrative.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- a. Demonstrate understanding of sequences of events after listening to a short below-grade-level passage that is read orally
- 3.L.7 Demonstrate literal understanding of various literary texts.
- a. Demonstrate understanding of the most fundamental concepts in content areas, i.e. add, subtract, regroup, minus, total, sum, multiply, divide

Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- a. Consistently demonstrate mastery of content area vocabulary words oral identification using visual prompts

b. Beginning use of -s ending of plural nouns in social setting.

3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.

- a. Models teacher-led delivery of complete simple sentences, with awareness of phrasing in beginning and ending sentences/thoughts.
- b. Beginning awareness of question words in English and their place in a spoken question
- c. Reads below grade-level material aloud without teacher-corrected miscues

3.S.3 Orally segment single-syllable words.

- a. Begins to recognize segmenting patterns in single syllable word families.

3.S.4 Use English in social and classroom settings.

- a. Begin to demonstrate mastery of larger and larger segments of academic vocabulary words using various methods of identification.
- b. Begin learning all the familiar classroom objects and uses them in direction giving.

3.S.5 Use generally accepted grammar when speaking.

- a. Use simple sentences in conversation
- b. Demonstrates ability to use verb tenses correctly with teacher modeling in present continuous, present perfect, and present perfect continuous tenses.
- c. Independently begins to use quantifiers without teacher prompt.
- d. Independently demonstrates ability to use articles or not as appropriate to subject content with frequent teacher correcting.
- e. Beginning use of time prepositions, i.e. after, before, during,
- f. Beginning to individually formulate simple sentences about grade-appropriate vocabulary words with significant teacher involvement.

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Beginning to ask questions concerning classroom assignments
- b. Beginning to use one or two-word descriptive phrases telling the use and/or purpose of familiar objects
- c. Can state name, age, birthday, address, phone number, upon request
- d. Can make suggestions for activities, issue invitations to participate in group and playground activities, and is able to express needs and wants
- e. Will express personal preferences in appropriate context without being asked

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

- a. Begins to understand ordinal words—i.e. first, second, last, etc.
- b. Begins to make short, simple oral phrases about an appropriate story.
- c. Begins to make simple sentence statements about two objects and how they are alike or different
- d. Awareness of correlation of relationship between positional prepositions and map terminology

Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
 - b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
 - c. Track where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
 - d. Identify letters, printed words, and printed sentences.
- 3.R.2 Identify grade level appropriate vocabulary
- a. Identify increasing number of grade level appropriate vocabulary.
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real.)
 - b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
 - c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th,ch,sh), vowel digraphs (ea, oa, oo) and diphthongs (oi,ow).
 - d. Begin awareness of three or more phonemes.
 - e. Orally segment single-syllable words from grade-appropriate vocabulary words.
 - f. Identify pairs of single-syllable words that rhyme.
 - g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read single-syllable words from grade appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
 - h. Read multi-syllabic "nonsense" words, analogous to real words grade-appropriate vocabulary words.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- a. Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
 - b. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
 - c. Read aloud short passages made up of words from the Sight Words List at a normal pace with few errors.
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of lower grade level words
- b. Identify synonyms of grade-level words.

3.R.6 Show knowledge of common affixes and root words.

- a. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless-carelessly; polite-politely; angry-angrily; correct-correctly.
- b. adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.)
- c. Show knowledge of the relationship between; verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.)

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

- a. Begins to determine the meaning of compound words by using knowledge of individual known words
- b Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
- c. Determine the meaning of a word with multiple meanings that best fits in a given context.
- d. Expanding knowledge of the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
- e. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

- a. Begins to determine the meaning of compound words by using knowledge of individual known words.
- b. Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
- c. Determine the meaning of a word with multiple meanings that best fits in a given context.
- e. Expanding knowledge of the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
- f. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

3.R.9 Determine the antecedent reference of a personal pronoun

- a. Determine the antecedent of a personal pronoun.

3.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Determine the antecedent of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.

- a. Show understanding of the order of events within a sequence or a process.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
 - a. Identify the main idea or main topic when it is explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
 - a. Begins to demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
 - a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect(i.e., because, since).
 - b. Predict what would most likely happen next in a narrative.
 - c. Distinguish between fact and opinion.
- 3.R.15 Use context clues to learn about characters in a story.
 - a. Identify the main character and all other important characters in a story.
 - b. Infer characters' feelings at different points in a story.
 - c. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 3.R.16 Demonstrate an understanding of the most important details in a story.
 - a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.
 - a. Begins to differentiate among the literary elements of plot, character, and setting.

Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .
 - a. Write cursive letters in upper- and lower case.
 - b. Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
 - a. Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
 - a. Write dictated words and sentences. Write dictated words and sentences.
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
 - a. Write dictated words and sentences.

- 3.W.5 Write the correct form of common verb + preposition phrases
- Begin to write correct form of common verbs + prepositions in a shared writing activity
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- Begin to write the correct form of subject-verb agreement with count nouns without intervening words (i.e. Three little boys run; A little boy runs.)
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- Write the correct form of irregular count plurals (e.g., child/children) in a shared writing setting
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a shared writing setting
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Use subject pronouns correctly and begins to use object pronouns with guidance
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Begin to use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”) in a shared writing setting
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- Begin to compare objects or pictures (bigger, longer, older, etc.)
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- Use possessive adjectives correctly with guidance
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat).
- Write letters for sounds in shared writing setting
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- Write letters for sounds in shared writing setting
- 3.W.15 Spell high-frequency words that are largely irregular.
- Spell high-frequency words that are phonemically regular

- 3.W.16 Spell common contractions
 - a. Begin to spell common contractions with guidance
- 3.W.17 Use periods at the ends of sentences.
 - a. Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
 - a. Begin to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.) independently
- 3.W.19 Use question marks at the ends of questions.
 - a. Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!)
 - a. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
 - a. Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
 - a. Begin to spell common contractions with apostrophes with guidance
- 3.W.23 Capitalize the first word in a sentence.
 - a. Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
 - a. Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
 - a. Begin to capitalize titles with names
- 3.W.26 Capitalize days of the week and months of the year.
 - a. Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books
 - a. Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
 - a. Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
 - a. Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

- a. Begin to edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2 with support
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- a. Write simple subject/predicate

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Intermediate:

Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.

3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

3.L.5 Identify the main idea of a grade-level passage.

3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).

3.L.7 Demonstrate literal understanding of various literary texts.

Speaking

3.S.1 Understand and pronounce given words for grade level using established rules for conversation.

3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.

3.S.3 Orally segment single-syllable words.

3.S.4 Use English in social and classroom settings.

3.S.5 Use generally accepted grammar when speaking.

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

Reading

3.R.1 Demonstrate an understanding of basic print concepts.

3.R.2 Identify grade level appropriate vocabulary

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

3.R.6 Show knowledge of common affixes and root words.

- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- 3.R.9 Determine the antecedent reference of a personal pronoun
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 3.R.15 Use Context clues to learn about characters in a story.
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.

Writing

- 3.W.1 The student will develop the structural skills of the writing process.
- 3.W.2 Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)

- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.

3.W.28 Capitalize all salutations and closings.

3.W.29 Capitalize street names.

3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

3.L.1 Show an understanding of every day vocabulary in social and classroom setting.

- a. Demonstrate understanding of everyday vocabulary using action verbs.
- b. Demonstrate understanding of comparative and superlative forms.
- c. Demonstrate understanding of prepositions of place.
- d. Recognize simple statement Sv and SVO, (past, present, or future) made of words, from the content-area vocabulary, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- e. Demonstrate an understanding of complex verbal directions using words pertaining to two identifying criteria (e.g., given the adjectives “tall” and “striped,” discriminate a tall boy with a striped shirt from other similar illustrations).
- f. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- g. Understand classroom directions (e.g., schedules, homework assignments).

3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).

- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,”)

3.L.3 Respond to literal or inferential oral comprehension questions.

- a. Understand simple inference questions pertaining to a short narrative passage.
- b. Uses “feelings” words when prompted

3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

- a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

3.L.5 Identify the main idea of a grade-level passage.

- a. Identify the main idea of a narrative.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened next
- 3.L.7 Demonstrate literal understanding of various literary texts.
- a. Demonstrate literal understanding of short poems.
 - b. Demonstrate literal understanding of short fictional narratives.

Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- a. Expand mastery of vocabulary words of content areas
 - b. Consistently uses the –s ending when referring to plural nouns in classroom and social settings.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- a. Independently speaks complete simple sentences with normal intonation/phrasing with occasional teacher correction
 - b. Can ask questions using correctly placed “wh” words, with little teacher correction
 - c. Reads grade-level aloud with self and/or teacher-corrected miscues
- 3.S.3 Orally segment single-syllable words.
- a. Begins to independently segment single syllable words.
- 3.S.4 Use English in social and classroom settings.
- a. Show ability to recognize majority of words from grade-appropriate content area vocabulary words and can utilize various methods of showing their understanding.
 - b. Pronounce and use familiar classroom objects.
- 3.S.5 Use generally accepted grammar when speaking.
- a. Use teacher modeled joining of two simple sentences.
 - b. Have students practice formulating compound sentences with teacher assistance
 - c. Demonstrates ability to use past, present, future, present continuous, present perfect, and present perfect continuous tenses with minimal teacher correction
 - d. Recognizes less frequently used quantifiers such as “various”, “sundry”, etc. and uses them correctly in conversation
 - e. Independently demonstrates ability to use articles or not as appropriate to subject content with infrequent teacher correcting
 - f. Demonstrate ability to correctly use time, place and position prepositions with few teacher corrections.
 - g. Organize and explain a sequence of pictures orally with minimal teacher involvement

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Asks and responds to questions intended to provide information with teacher prompting and encouragement
- b. Making simple sentence statements describing the use and/or purpose of familiar objects.
- c. Can state name, age, birthday, address, phone number, parents names, names of siblings, place of birth, school and grade and length of residence in school district.
- d. Can ask teacher or other student for clarification of instructions
- e. Will express personal preferences in appropriate context and give simple reasons why

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

- a. Can relate daily schedule of events in simple statements, using ordinal words
- b. Can re-tell story using simple and/or compound sentences with greater detail
- c. Makes simple statements about objects indicating how they compare and contrast
- d. Makes simple statements about map directions and reference points, using correct map terminology.

Reading Accomplishments

3.R.1 Demonstrate an understanding of basic print concepts.

- a. Identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
- b. Demonstrate understanding of where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- c. Identify letters, printed words, and printed sentences.

3.R.2 Identify grade level appropriate vocabulary

- a. Identify high-frequency grade level appropriate academic vocabulary

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real.
- b. Distinguish long-and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th,ch,sh), vowel digraphs (ea, oa, oo) and diphthongs (oi,ow).
- d. Orally blend words that have three or more phonemes from the grade appropriate vocabulary words.
- e. Orally segment multi-syllabic words from grade-appropriate vocabulary words.
- f. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read single-syllable words from grade appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her) and beginning to read multi-syllabic words.

g. Read multi-syllabic "nonsense" words, analogous to real words grade-appropriate vocabulary words.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
- b. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
- c. Read aloud short passages made up of words from the Sight Words List at a normal pace with few errors.

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of lower grade level words
- b. Identify synonyms of grade-level words.

3.R.6 Show knowledge of common affixes and root words.

- a. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless-carelessly; polite-politely; angry-angrily; correct-correctly.
- b. adjectives and nouns formed by adding "-ness" to the adjective form(e.g., kindness; happiness); verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.)
- c. Show knowledge of the relationship between; verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher).

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

- a. Begins to determine the meaning of compound words by using knowledge of individual known words.
- b. Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
- c. Determine the meaning of a word with multiple meanings that best fits in a given context.
- d. Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
- e. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

- a. Determine the answer to a literal question regarding the meaning from a passage written with grade-appropriate content vocabulary.
- 3.R.9 Determine the antecedent reference of a personal pronoun
 - a. Determine the antecedent of a personal pronoun.
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
 - a. Determine the antecedent of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).
 - a. Show understanding of the order of events within a sequence or a process.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
 - a. Identify the main idea or main topic when it is not explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
 - a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
 - a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since).
 - b. Predict what would most likely happen next in a narrative.
 - c. Distinguish between fact and opinion.
- 3.R.15 Use Context clues to learn about characters in a story.
 - Identify the main character and all other important characters in a story.
 - a. Infer characters' feelings about themselves or their surroundings at different points in a story.
 - b. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 3.R.16 Demonstrate an understanding of the most important details in a story.
 - a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.
 - a. Differentiates among the literary elements of plot, character, and setting.

Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .

- a. Write cursive letters in upper- and lower case
 - b. Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
 - a. Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
 - a. Choose the correct verb form in a multiple choice format
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
 - a. Choose the correct form of a regular verb in a multiple choice format
- 3.W.5 Write the correct form of common verb + preposition phrases
 - a. Begin to write correct form of common verbs + prepositions in a guided writing activity
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
 - a. Begin to write the correct form of subject-verb agreement with count nouns both with and without intervening words (i.e. Three little boys run; A little boy runs.)
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
 - a. Write the correct form of irregular count plurals (e.g., child/children) in a guided writing setting
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
 - a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a guided writing setting
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
 - a. Choose subject/object pronouns independently in a multiple choice format
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
 - a. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”) in a guided writing setting
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
 - a. Begin to compare objects, pictures in groups of three or more (e.g. big, bigger, biggest) in writing
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

- a. Use possessive adjectives independently
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat).
 - a. Write a letter that is usually used to represent a sound in a guided writing setting
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
 - a. Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.) in a guided writing setting
- 3.W.15 Spell high-frequency words that are largely irregular.
 - a. Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
 - a. Begin to spell common contractions independently
- 3.W.17 Use periods at the ends of sentences.
 - a. Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
 - a. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
 - a. Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!)
 - a. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
 - a. Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
 - a. Begin to spell common contractions with apostrophes independently
- 3.W.23 Capitalize the first word in a sentence.
 - a. Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
 - a. Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
 - a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.

- a. Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books
 - a. Capitalize names of familiar books
- 3.W.28 Capitalize all salutations and closings.
 - a. Capitalize all salutations and closings
- 3.W.29 Capitalize street names.
 - a. Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
 - a. Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
 - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Advanced:

Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 3.L.7 Demonstrate literal understanding of various literary texts.

Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- 3.S.5 Use generally accepted grammar when speaking.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

Reading

- 3.R.1 Demonstrate an understanding of basic print concepts.
- 3.R.2 Identify grade level appropriate vocabulary
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

3.R.6 Show knowledge of common affixes and root words.

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

3.R.9 Determine the antecedent reference of a personal pronoun

3.R.10 Determine the antecedent reference of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

3.R.15 Use Context clues to learn about characters in a story.

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

Writing

3.W.1 The student will develop the structural skills of the writing process.

3.W.2 Write dictated words and sentences.

3.W.3 Write the correct form of appropriate regular verbs on grade level

- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat.)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.

3.W.24 Capitalize first and last names.

3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

3.W.26 Capitalize days of the week and months of the year.

3.W.27 Capitalize names of familiar books.

3.W.28 Capitalize all salutations and closings.

3.W.29 Capitalize street names.

3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

3.L.1 Show an understanding of every day vocabulary in social and classroom setting.

- a. Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs.
- b. Demonstrate understanding of comparative and superlative forms using more or most.
- c. Demonstrate understanding of prepositions of place.
- d. Recognize simple statements SVO, SV, (past, present, or future) made of words, from the grade-level content area vocabulary , that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- e. Demonstrate an understanding of complex verbal directions using words pertaining to three identifying criteria such as using superlative adjectives.
- f Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- g. Understand classroom, schedules, homework assignments, directions.

3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).

- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,”)

3.L.3 Respond to literal or inferential oral comprehension questions.

- a. Understand simple inference questions pertaining to a short expository passage.
 - b. Understand an inference question about a character's feelings.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., "experiment" in science, "right triangle" in geometry, etc.).
- a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., "experiment" in science, "right triangle" in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a grade-level passage
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine "what happened second").
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine "what happened second", third, etc. to last.
- 3.L.7 Demonstrate literal understanding of various literary texts.
- a. Demonstrate literal understanding of short poems.
 - b. Demonstrate literal understanding of short fictional narratives.

Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- a. Intelligibly pronounce words from grade-appropriate content area.
 - b. Consistently the –s endings of plural nouns from the grade-appropriate content area vocabulary words
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- a. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-appropriate topic.
 - b. Use correct falling intonation when asking a wh-question (i.e., who, what, where, when, why, and how.
 - c. Reads grade-level material aloud for fluency, with appropriate pronunciation and intonation.
- 3.S.3 Orally segment single-syllable words.
- a. Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- a. Demonstrate by various methods i.e., speaking, drawing, naming, spelling, clipping out, filing, sorting by category, etc. an understanding of the use of any words from the grade appropriate content area vocabulary words.
 - b. Name familiar classroom objects.

- 3.S.5 Use generally accepted grammar when speaking.
- Formulate compound sentences.
 - Show ability to use the following verb tenses accurately with verbs.
 - Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
 - Use articles "a(n), and the " in simple grade-level contexts.
 - Demonstrate an ability to use preposition of time, place and position.
 - For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- Ask and respond to questions intended to provide information on a grade-level school-based topic.
 - Tell the use or purpose of familiar objects.
 - Provide personal information.
 - Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.
 - Explain a personal preference and give a reason for it.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.
- Explain several steps involved in completing a common grade-appropriate activity in chronological order.
 - Narrate a grade-appropriate story based on a sequence of pictures.
 - Compare and contrast two types of places, people or animals.
 - Give directions based on a map.

Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
- Identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
 - Demonstrate understanding of where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- 3.R.2 Identify grade level appropriate vocabulary.
- Use grade level appropriate academic vocabulary
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- Distinguish long-and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
 - Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th,ch,sh), vowel digraphs (ea, oa, oo) and diphthongs (oi,ow).

- c. Orally blend words that have three or more phonemes from the grade appropriate vocabulary words.
- d. Orally segment multi-syllabic words from grade-appropriate vocabulary words.
- e. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words from the grade-appropriate vocabulary words (e.g., sound out believe, later, labor.)
- f. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
- b. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
- c. Read aloud short passages made up of words from the Sight Words List at a normal pace with few errors.

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of lower grade level words
- b. Identify synonyms of grade-level words.

3.R.6 Show knowledge of common affixes and root words.

- a. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless-carelessly; polite-politely; angry-angrily; correct-correctly.
- b. adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding "-er" to the verb forms (e.g., driver: teacher.)
- c. Show knowledge of the relationship between; verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

- a. Demonstrates knowledge of the meaning of compound words by using knowledge of individual known words.
- b. Demonstrates knowledge of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office)
- c. Demonstrates knowledge of a word with multiple meanings that best fits in a given context.
- d. Demonstrates knowledge of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"

e. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

a. Determine the answer to a literal question regarding the meaning from a passage written with grade-appropriate content vocabulary.

3.R.9 Determine the antecedent reference of a personal pronoun

a. Determine the antecedent of a personal pronoun.

3.R.10 Determine the antecedent reference of a noun or noun phrase.

a. Determine the antecedent of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).

a. Show understanding of the order of events within a sequence or a process.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

a. Identify the main idea or main topic when it is not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because,) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

a. Predict what would most likely happen next in a narrative.

b. Distinguish between fact and opinion.

3.R.15 Use context clues to learn about characters in a story. I

a. Identify the main character and all other important characters in a story.

b. Infer characters' feelings about themselves or their surroundings at different points in a story.

c. Identify the main character's attempts to solve his or her problem in a story (i.e. major plot events).

3.R.16 Demonstrate an understanding of the most important details in a story.

a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

a. Demonstrates understanding of the literary elements of plot, character, and setting.

Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .
 - a. Write cursive letters in upper- and lower case
 - b. Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
 - a. Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
 - a. Write the correct form of appropriate regular verbs on grade level
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made).
 - a. Choose the correct form of an irregular verb in a multiple choice format
- 3.W.5 Write the correct form of common verb + preposition phrases
 - a. Write the correct form of familiar common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
 - a. Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
 - a. Write the correct form of irregular count plurals (e.g., child/children) independently
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
 - a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary independently
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
 - a. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
 - a. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
 - a. Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

- a. Begin to use possessive pronouns correctly

3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat.)

- a. Write a letter that usually is used to represent a phoneme

3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)

- a. Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)

3.W.15 Spell high-frequency words that are largely irregular.

- a. Spell high-frequency words that are largely irregular

3.W.16 Spell common contractions

- a. Spell common contractions

3.W.17 Use periods at the ends of sentences.

- a. Use periods at the ends of sentences

3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

- a. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

3.W.19 Use question marks at the ends of questions.

- a. Use question marks at the ends of questions

3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

- a. Use exclamation marks with imperatives as appropriate (e.g., Stop!).

3.W.21 Use commas in addresses.

- a. Use commas in addresses

3.W.22 Use apostrophes in contractions.

- a. Use apostrophes in contractions

3.W.23 Capitalize the first word in a sentence.

- a. Capitalize the first word in a sentence

3.W.24 Capitalize first and last names.

- a. Capitalize first and last names

3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

- a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa

3.W.26 Capitalize days of the week and months of the year.

- a. Capitalize days of the week and months of the year
- 3.W.27 Capitalize names of familiar books.
- a. Capitalize names of familiar books
- 3.W.28 Capitalize all salutations and closings.
- a. Capitalize all salutations and closings
- 3.W.29 Capitalize street names.
- a. Capitalize street names
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- a. Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table